

**A CASE STUDY ON TEACHERS' BELIEFS ON AFFECTIVE ASPECT OF  
AUTHENTIC ASSESSMENT AND THE PRACTICES AT SMP ISLAM AL-  
HADI SUKOHARJO**



**Submitted as a Partial Fulfillment of the Requirements for  
Getting Master Degree Language in Education**

**By**

**Yunita Lukitasari**

**S200160030**

**DEPARTMENT OF LANGUAGE STUDIES  
GRADUATE SCHOOL  
UNIVERSITAS MUHAMMADIYAH SURAKARTA  
2018**

**APPROVAL**

**A CASE STUDY ON TEACHERS' BELIEFS ON AFFECTIVE ASPECT OF  
AUTHENTIC ASSESSMENT AND THE PRACTICES AT SMP ISLAM AL-  
HADI SUKOHARJO**

**PUBLICATION MANUSCRIPT**

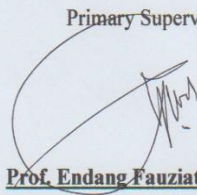
Written by

**Yunita Lukitasari**

**S200160030**

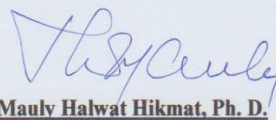
Has Been Approved By

Primary Supervisor



**Prof. Endang Fauziati, M.Hum.**

Co- Supervisor



**Mauliy Halwat Hikmat, Ph. D.**

APPROVAL OF PUBLICATION MANUSCRIPT FOR SUBMISSION

TEACHERS' BELIEFS ON AUTHENTIC ASSESSMENT:

BELIEFS AND PRACTICES

(A Case Study at SMP Islam Al-Hadi Sukoharjo in the Academic Year of  
2017/2018)

Submitted by

Yunita Lukitasari

S200160030

Has been examined by the board of examination on February 2<sup>nd</sup> 2018. All  
feedback, correction and suggestion recommended by the examiners have been  
considered and revisions have been accordingly made by the student.

Board of examiners certify that the thesis is eligible for submission.

Board of Examiners

1. Prof. Endang Fauziati, M.Hum.

(Primary Supervisor)

2. Mauliyah Hidayat Hikmat, Ph. D.

(Co-Supervisor)

3. Muamaroh, Ph. D.

(Examiner)

(.....)  
(.....)  
(.....)



Surakarta, 2<sup>nd</sup> Februari 2018

Director of Graduate School

Dr. Bambang Sumardjoko, M. Pd.

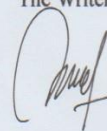
#### STATEMENT OF AUTHORSHIP

I hereby confirm that the publication article is an original and authentic work written by myself and it has satisfied the rules and regulation of Muhammadiyah University of Surakarta with respect to plagiarism. I certify that all quotations and sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of a previous degree in any tertiary institution in Indonesia or abroad.

Surakarta, 1<sup>st</sup> February 2018

The Writer



Yunita Lukitasari

S200160030

# **A CASE STUDY ON TEACHERS' BELIEFS ON AFFECTIVE ASPECT OF AUTHENTIC ASSESSMENT AND THE PRACTICES AT SMP ISLAM AL-HADI SUKOHARJO**

## **ABSTRAK**

*Penelitian ini bertujuan untuk mengetahui pemahaman guru tentang aspek afektif dalam penilaian otentik pada kurikulum 2013 dan implementasinya dalam kelas. Studi kasus telah dilaksanakan pada sekelompok guru di SMP Islam Al-Hadi Sukoharjo. Data yang digunakan dalam penelitian ini berupa data kualitatif. Data diperoleh dari hasil kuesioner, wawancara, observasi, dan analisis dokumen. Hasil dari penelitian ini menunjukkan bahwa (1) pemahaman guru pada aspek afektif pada penilaian otentik dalam kurikulum 2013 telah sesuai dengan teori, (2) guru merefleksikan pengetahuan dan pemahaman mereka dalam implementasi di dalam kelas. Hal itu terlihat dari konsistensi antara pemahaman mereka dan praktek yang mereka lakukan. Guru melakukan penilaian sikap melalui observasi, penilaian diri, dan penilaian antar teman. Indikator penilaian pada aspek afektif yang mereka gunakan antara lain; tanggung jawab, keaktifan, kebersihan, dan kerapian.*

***Kata Kunci: Aspek Affective, Penilaian Otentik, Keyakinan, Praktik, Kurikulum 2013***

## **ABSTRACT**

This research aims to describe teachers' beliefs and classroom practices on affective assessment based on curriculum 2013. A case study had been conducted in a group of teachers in SMP Islam Al-Hadi Sukoharjo. The research data were collected in the form of qualitative data. Those qualitative data were collected through questionnaire, interview, classroom observation and document analysis. The result of this research showed that (1) the teachers' beliefs on affective aspect of authentic assessment were appropriate with theories, (2) the teachers reflected their beliefs on their classroom practices. It was viewed by the consistencies of their beliefs and their classroom practice. Teachers conducted affective aspect of authentic assessment through observation, self-assessment, and peer assessment. The indicators that they used for assessing affective aspect such as responsibility, activeness, cleanliness, and neatness.

***Keywords: Affective Aspect, Authentic Assessment; Beliefs; Practices; the 2013 Curriculum***

## 1. INTRODUCTION

Some teachers of SMP Islam Al-Hadi were not familiar enough with some techniques in affective aspect of authentic assessment such as self-peer assessment, interview, and journal. They argued that the most practical technique for assessing students' affective aspect was observation. By observing students' attitude during teaching learning process they were able to do the others activity such as delivering material. In this case, teachers play a significant role as the assessors who are supposed to master how to assess their students well.

As it is mentioned in *Permendikbud no 66 tahun 2013*, affective aspect of authentic assessment is demanded in Indonesia curriculum, called Curriculum 2013. The curriculum is expected to generate productive, creative, innovative and affective human resources through the competence strengthening in the domain of attitude (spiritual and social), knowledge, and skills (Puskurbuk, 2012). The curriculum was very different from the previous curriculum. In this curriculum, education did not only emphasize knowledge and skills, but also changes teaching approach and assessment system. The objective of the new curriculum will be attained by paying attention to the educational content, switching the learning paradigm from the teacher-centered approach into student-centered approach and using competence-based assessment, replacing the test-based assessment by authentic-based assessment that measures attitude, not only about knowledge, and skills based on the learning process and learning results.

Arikunto (2015) defined affective assessment is an assessment that led to the ownership of moral values and attitudes of students. The goal of this assessment is to bulid personal character or attitude of the students. Attitude is one of the factors which influence the success of learning as well as the process of learning.

Generally, there are five objects of attitudes which are assessed in learning process (Kunandar 2013). The first object is attitudes towards learning subjects. Students are expected to have positif attitudes towards learning subjects which may affects their motivation for learning. The second is attitudes towards teachers. Many students are less motivated because they do not have positive attitudes towards their teachers. The third object is attitudes towards learning process including environment,

strategies, methods, and techniques teachers use in the classroom. When students find the learning processes are enjoyable, interesting, and comfortable, positive attitudes are formed. The fourth object is attitudes towards certain norms related to certain learning materials. The positive and negative attitudes which students have may affect their understanding on the materials. The last object is attitudes towards affective competencies in the curriculum.

However, authentic assessment requires teachers to have proper understanding and commitment to use, because it needs an intensive preparation and procedures to be applied effectively (O'Malley and Pierce, 1996). In contrast, the real condition showed that some teachers were not familiar enough with some techniques in affective aspect of authentic assessment such as self-peer assessment, interview, and journal.

That was supported by Aliningsih and Sofwan (2015), they reported that not all of the teachers assessed affective aspect of authentic assessment. Teachers preferred written and task based assessment for assessing students' competence since it was simple in preparing, applying, and scoring. They used written test as the result of students' learning process.

This finding was in a line with Hidayats' work (2015). The finding showed that teachers did not assess students' affective aspect. They only assessed on students' cognitive and psychomotor aspect. Students' affective aspect was ignored. Teacher mostly used written test for assessing students competence.

On the other hand, this findings was not in a line with Revaival works' (2015). His result of the research showed that teachers assessed students' affective aspect. They assessed student's affective aspect through classroom observation only. They did not assessed students' attitude in every meeting.

Consequently, without adequate and proper knowledge and skills, some problems will almost certainly appear among teachers who apply the affective assessment. Fauziati (2015:53) stated that teachers' beliefs are very important for understanding and improving educational process. From this belief, teacher can hold the classroom activity. What activity is used for the classroom, what materials and methods conducted in the classroom, and what kind of assessment to evaluate students progress. For that reason, this study was conducted to find out the English teachers'

beliefs and practices on affective aspect of authentic assessment in the 2013 curriculum context. As the results, it hopefully finds out the problems, constraint and also strategies of designing, developing and applying affective aspect of authentic assessment in the English language teaching. Eventually, it will show clear picture to evaluate the 2013 curriculum implementation, especially in the English affective aspect of authentic assessment context.

## **2. METHODOLOGY**

The research reported on this article was adopted by the principle of case study. Creswell (2003) defined a case study as a study which explores processes, activities and events. Then, this research aims to investigate how teachers' beliefs and practices on authentic assessment in curriculum 2013.

This case study was conducted in SMP Islam Al-Hadi Sukoharjo. There were 4 teachers involved in this research. It was carried out on May until November 2018. There were three phases during this research. The first was preparation which covers planning, observation, problem identification, and writing proposal. The second was the research itself included collecting and analyzing data. The last was writing report which was done on November to December.

The data were collected through observation, interviews, questionnaires, and document analysis. Interview and questionnaire was conducted to get the data about teachers' beliefs. While classroom observation was carried out to obtain the data about the implementation of affective aspect on authentic assessment at the classroom. Document analysis used for supporting the data got from the interview, questionnaire, and classroom observation. The data, that were collected, were analysed by using Interactive Model developed by Miles and Huberman (1994). This type of data analysis was divided into four part, namely: (1) data collection, (2) data display, (3) data reduction, and (4) conclusion drawing and verification. For the validity of the data, researcher used triangulation.



### **3. FINDINGS**

In this research findings, the researcher would like to present the result of the research. It is presented as follow: (1) teachers' beliefs on affective aspect of authentic assessment (2) the implementation of affective aspect on authentic assessment, (3) the factors that shape the beliefs.

#### **3.1 Teachers' Beliefs on Affective Aspect of Authentic Assessment**

Teachers' responses toward the questions show in various definitions about affective aspect but they have the same focus. Affective aspect is dealing with assessment of students' attitude. Mrs. AN declared that affective assessment focus on students' attitude during teaching learning process. Students' responses towards teacher and materials will be seen in this assessment. It is shown by the result of questionnaire. She said that:

“Affective assessment is an assessment that dealing with students' behavior and students' attitudes during teaching learning process.” (Open Ended Questionnaire/Mrs. AN/on Sep18<sup>th</sup>)

Mrs. AN added that she used observation, self-assessment, and peer-assessment as the instrument of affective assessment. She used observation most often then the others because it was more practical and effective. Then, she made some indicators based on spiritual and social attitude for assessing affective aspect such as activeness, honesty, responsibility, and cooperation.

Then, Mr. RW supported her ideas. He argued that affective aspect focus on students' moral value that reflected in their daily habits. It is very important to do to increase students' moral value. He added that affective assessment is rating morals and manners when students in the classroom

“Affective assessment is the assessment of students' attitudes and moral which are reflected in daily habits in the classroom.” (Open Ended Questionnaire/Mr. RW/on Sep18<sup>th</sup>)

While Mr. RW argued that he only used one of the assessment form. He assessed his students through observation. He observed students during teaching learning process. He said that component of affective assessment are honesty, politeness,

activeness, and responsibility. He used these indicators for assessing students attitude during the class.

In a line with the two teachers before, Mrs. DS argued that affective assessment emphasize on students' attitude in the classroom. It included students' response to the teachers, students' response to the material, students' response to their friends, and students' response to their environment.

“Affective assessment is assessment that focuses on the spiritual and social attitude of the students in learning activities in the classroom.” (Open Ended Questionnaire/Mrs. DS/on Sep18<sup>th</sup>)

Mrs. DS stated that affective assessment can be done through observation, self-assessment, peer assessment and interview. But she only used observation, self assessment, and peer assessment for assessing students' affective aspect. She said that discipline, responsibilities and attitudes of students in following English lesson are belong to indicators of affective assessment.

Then, the last opinion is from Mr. BY. He has the same point of view toward affective assessment. Mr. BY claimed that:

“Affective assessment is attitude assessment which done while the process of teaching and learning in the classroom.” (Open Ended Questionnaire/Mr. BY/on Sep18<sup>th</sup>)

Mr. By mentioned that he only used observation for affective assessment. He did not want to used the other form because of the limited time he has. He mentioned that he only used observation for affective assessment. He did not want to used the other form because of the limited time he has.

### **3.2 The Implementation of Affective Aspect on Authentic Assessment**

The first is affective aspect of authentic assessment that reflected in the teachers' classroom practice. The result of these findings are based on the comparison between teachers' beliefs on authentic assessment and the implementation of authentic assessment in classroom practice. Researcher focused in two point; (1) the assessment forms of affective aspect and (2) what they are assessed in affective aspect. Those are explained as follow.

### **3.2.1 The Assessment Forms of Affective Aspect**

Based on the findings, there are three assessment forms used by teacher for assessing students' affective aspect. They are (a) observation, (b) self-assessment, and (c) peer assessment.

#### **4.2.1.1 Observation**

Based on the findings of teachers' beliefs, teachers claimed that they used observation for assessing students' affective aspect. The four English teacher in SMP Islam Al-Hadi used observation for assessing students' affective aspect. So, this is the most dominant forms that used by teacher. They argued that observation more practical and effective. They can assessing students attitude while delivering materials or conducting a test. After the researcher conducted a classroom observation, they really implemented this assessment. Every teacher used observation during their class to assess students' attitude and students' responses. They observed the students' attitude in every meeting.

#### **4.2.1.2 Self- Assessment**

Based on the findings of teachers' belief, teacher argued that self-assessment applied to support teachers' observation of students' attitude. Besides, teachers also used self-assessment to practice students' honesty. How far they respect to their selves. And on the classroom observation, teacher really implemented the self-assessment but they did not conducted self-assessment in every meeting because they only had a limited tiimed for teaching learning process.

#### **4.2.1.3 Peer Assessment**

Based on the findings of teachers' belief, teacher argued that peer assessment applied to support teachers' observation and self-assessment of students' attitude. In addition, teacher wanted to make the students had a reponsibility of what they had done. They were brave to make a conclusion. Researcher found that teachers implemented this peer assessment. So there was a compability between teachers beliefs and practice.

**Table 1**

**Result of Teacher' Beliefs on Affective aspect Reflected in Classroom Practice**

<b>Teachers' Beliefs on Affective Aspect</b>	<b>Checklist of Classroom Practice</b>	
	<b>Yes</b>	<b>No</b>
Teacher conducted assessment of affective aspect in the classroom.	V	-
Teacher conducted assessment of affective aspect through observation.	V	-
Teacher conducted assessment of affective aspect through self-assessment.	V	-
Teacher conducted assessment of affective aspect through peer assessment.	V	-

**3.2.2 What They Assess in Affective Aspect**

Based on the findings of teachers' belief, teacher argued that they assessed affective aspect. Teachers made some indicators of affective aspect by themselves. Each teacher have different indicators for assessing affective aspect. In this case, teachers have a role to make the indicators as long as they are included in students' attitude and students' responses toward teacher and material. Then, after researcher carried out a classroom observation, each teacher have those indicator on their scoring rubrics of affective aspect. They assessed on students' (a) responsibility, (b) activeness, (c) cleanliness and (d) neatness.

#### **3.2.2.1 Responsibility**

In the implementation of affective assessment, teachers assessed students' responsibility. It belongs to students' responsibility of doing a task and responsibility to manage class. Each students had the same responsibility to do this. Based on the classroom observation, Mrs. Ds assessed the responsibility of the students of doing their task. There was a consistency between her beliefs and her classroom practice.

#### **3.2.2.2 Activeness**

Teachers believed that students' responses to the teachers and materials given was belong to affective aspect. And based on the classroom observation, teachers assessed students' responses, whether they are active or not in the classroom. They always had questions to the teacher or not. They often answered the questions or not. Those are assessed as the students' activeness. So there was no discrepancies between teachers' beliefs and practices.

#### **3.2.2.3 Cleanliness**

Teachers assumed that the cleanliness was one of the indicator for assessing students' affective aspect. It means the cleanliness of the students' classroom. Based on the classroom observation, teachers always checked the cleanliness of the classroom before and after the lesson. There was a consistency between teachers' beliefs and her classroom practice.

#### **3.2.2.4 Neatness**

Based on the classroom observation, researcher found that Mr. By assess his students's neatness. He always reminded his students to check his clothes, his tie and his trouser. He also check the students' hair, especially for the boy. They do not get permission to have a long hair. So there was no discrepancies between teachers' beliefs and practices

**Table 2**

**Result of Teacher' Beliefs on Affective aspect Reflected in Classroom Practice**

<b>Teachers' Beliefs on Affective Aspect</b>	<b>Checklist of Classroom Practice</b>	
	<b>Yes</b>	<b>No</b>
Teacher made indicators for assessing affective aspect.	V	-
Teacher assessed students' activeness on affective aspect.	V	-
Teacher assessed students' responsibility on affective aspect.	V	-
Teacher assessed students' cleanliness on affective aspect.	V	-
Teacher assessed students' neatness on affective aspect.	V	-

### **3.3 The Factors that Shape The Beliefs**

In this part, researcher explores the factors that affect teachers' beliefs. Some factors are noticed; teaching experience, learning experience, and workshop/training.

#### **3.3.1 Teaching Experience**

All teachers agree that personal experience is one of the factor that affect their beliefs. Mrs. Ds has teaching experience for 15 years. During 15 years, she identified the changing of rule in assessing English based on the changing of curriculum. She claimed that teachers must adapted with the changing quickly. That was also happened in curriculum 2013. Her experience for making assesement last year, she used as the reference for the improvement.

“We have to learn and learn more because of the changing of curriculum. We have to be able to make an instrument of assessment need. From that we get many experience for assessing students so we can learn from the past. We have to make better assessment for the next. For me, I used the assesment last year for reference to make the next assessment. I will used the same assessment if those are able to implemented well, but I will change if that was not effective.” (Mrs. Ds/Interview/ Nov 6<sup>th</sup>, 2017)

In line with Mrs. Ds, Mrs. An argued that teaching experience influence teachers’ beliefs. Mrs. An has teaching experince for 12 years. She said that how long teacher teaches affects her ability in mastering the assessment that will be used for assessing students. The teacher also knows the characteristics of the students so teachers can make an appropriate assessment for them and how to handle different characteristics of students in the different way of assessing students. In addition, the she tried to make assessment which on going process oriented. So, she did not assess only the result of students’ knowledge, but also how the got the knowledge.

“When I have made assessment so many times, I have learned how to assess students and how to know their progress. I have more understanding about many form of assessment. For the first time, I just assess students from the final score, but when I go along for teaching, I also learn, thet the process of learning was very important.” (Mrs. An/Interview/ Nov 7<sup>th</sup>, 2017).

Those statement was supported by Mr. Rw and Mr. By. They said that they got better understanding about authentic assessment from his teaching experience. They often made an instrument of assessment. So they said that they quite understanding about different kinds of assessment. Because when they made an assessment they also learn those assessment.

### **3.3.2 Workshop / Training**

Teachers considers workshop as factor that affect their belief. They believe that since attending the workshop when they was a college student or they had became a teacher. They got experience on how to assess students in a good way, how to conduct good assessment, and learning the students progress on the classroom and how to apply any assessmet forms in the class. They believe that the workshop gave benefits to them until they correlated their assessing method by using authentic assessmet. They described that they knowledge works with authentic assessment.

Mr. An, she argued that workshop is one of the factor that shapes teachers' beliefs. She got knowledge and experience through workshop because she joined it well.

“Workshop give me understanding about authentic assessment. Curriculum 2013 is new ya. So I don't really understand about the assessment well. When I joined a workshop it help me to get better understanding and I can try to make assessment form or scoring rubric. Like that. Two month ago, I had just joined a workshop or training held by the government about the implementation of authentic assessment in curriculum 2013 in SMP Negeri 1 Sukoharjo and may be three weeks ago, this school also gave me ... em not only me but also all teacher here.. gave a workshop about the implementation of authentic assessment in curriculum 2013 too.” (Mrs. An/Interview/ Nov 6<sup>th</sup>, 2017)

From Mrs. An explanation, she had just joint workshop for the government and also from their school. It means that she had got better understanding about authentic assessment from workshop. The government and school also gave facilitation for the teacher to joined a workshop.

That is in a line with Mr. R. He argued that his beliefs was influenced when he participate in workshop or training. He was interested when the instructor give him much explanation about the implementation of authentic assessment.

“The training that I participate strongly influence my beliefs that I have, it strengthen my classroom practices. I was very excited when the instructor explain about the implementation of authentic assessment. I don't really like in the instructor just tell about the theory. I realized that I also need it but I need more about the practice.” (MR. R/Interview/On Nov 7<sup>th</sup>, 2017).

Those statement is in agreement with Mrs. Ds. She claimed that workshop and training gave much influence for her beliefs, even when she have not got knowledge as same as when she was at the collage. So the workshop and training as the substitute of this. She also told that she have joined workshop and training many times. Last year, she joined a workshop about the implementation of authentic assessment in curriculum 2013, which took place in Jogjakarta. She is sent as the representative of Sukoharjo regency. And recently, she joined workshop held by the government about the implementation of authentic assessment in curriculum 2013. Even, she said that she needs to joined more workshop and training for increasing her understanding.



“Workshop and training really influenced my beliefs. I am excited to joint workshop and training. I am not a collage students anymore, so I can get any knowledge from the lecturer, so through the workshop I got much knowledge as same as when I was a collage students. Last year, I joined workshop in Jogjakarta. The workshop was about the implementation of authentic assessment in curriculum 2013. I was sent as one of the representatives of English teachers in Sukoharjo. And recently, I also joined the same workshop in Sukoharjo. It was helg by the government. If there is a workshop, I want to join again.” (Mr. Ds/Interview/On Nov 8<sup>th</sup>, 2017).

The last statement was come from Mr. By. He said that workshop is one of the factors that shapes his beliefs. He got some knowledge from workshop or training. It help him to implemented authentic assessment in his class. Because he do not really remember about the knowledge he got when he was at collage. So through the workshop, it reminded him.

“I am a little bit forget about the assessment when I got in collage so workshop remind me about it. I am interested when there is a discussion in workshop, because I can ask what I want to asked to solve my problem in assessing students.” .”(Mr. By/Interview/On Nov 9<sup>th</sup>, 2017).

### **3.3.3 Learning Experience**

Teachers stated that learning experience is one of the factor that affect teachers’ beliefs. The more they learn, the more they master about authentic assessment. Teachers have learn about authentic assessment through workshop or training but they still need other learning experince for increasing their understanding. Mrs. An said that they still learn from book, internet, or the other sources altough they have got training and workshop because they still need learning this authentic assessment.

“When I found a difficulty, I read a book or browse in the internet. In addition if I still got difficulty, I shared with others taecher. They usually give me a suggestion and they help me to solve the problem. (Mrs. An/Interview/ Nov 7<sup>th</sup>, 2017)

That is supported by Mr. Rw, he said that he need to read more. He read from a book or browse in the internet. But he more often to browse in the internet than read a book. It was more effective.

“Curriculum 2013 is new, it just implemented by the government. The assessment is complicated. They are 3 aspect we have to used, so we have to make many assessment and many scoring rubric. That was in contrast with the

previous curriculum, so I must study hard, more and more reading.” (Mr. Rw/Interview/ Nov 8<sup>th</sup>, 2017)

In agreement with Mrs. An and Mr. Rw, Mrs. Ds read a book or from the others sources if she got any problem. In addition she also sharing with the others teacher so she got many suggestion.

“I often found a difficulty, so I read a book or from the others sources. Besides, I shared my problem with other teacher. They usually give me suggestion. Or if they got a problem I will try give her suggestion. So we share each other about the problem.” (Mrs. Ds/Interview/ Nov 9<sup>th</sup>, 2017)

Those are in contrast with Mr. By, he claimed that he prefer to ask the other teacher when he got a problem in doing assessment. He like sharing about his problem when doing assessment. He learned from the others teachers. He rarely read a book.

“I rarely read a book. When I got the difficulty for assessing students using authentic assessment in curriculum 2013, I prefer to share my problem. I will ask suggestion from the others teacher. (Mr. By/Interview/ Nov 9<sup>th</sup>, 2017)

Teachers have different way in learning but they have the same purpose. They wanted to increase their understanding of authentic assessment. They also wanted to implement this authentic assessment in a good way

#### **4. DISCUSSION**

There are three point of affective aspect on authentic assessment that will be discussed by the researcher. Those are (1) affective aspect, (2) cognitive aspect, and (3) psychomotor aspect. Those aspect will be elaborated as follow:

##### **4.1 Teachers’ Beliefs’ on Affective Aspect of Authentic Assessment**

Based on the research findings, teachers believe that affective aspect is dealing with an assessment dealing with spiritual and social value or attitude in English class. Those are consist of students’ attitude or behavior in the class, students’ responses toward teachers and the materials, and students’ attitude towards their environment and friends.

That was in line with Arikunto (2015), He defined affective assessment is an assessment that led to the ownership of moral values and attitudes of students. The goal of this assessment is to build personal character or attitude of the students. Attitude is

one of the factors which influence the success of learning as well as the process of learning.

The researcher assumed that teachers have a good understanding of authentic assessment in affective aspect. They explained clearly about their beliefs on affective aspect and that was supported by Arikuntos' theory.

#### **4.2 The Implementation of Affective Aspect on Authentic Assessment**

Based on the research findings, teachers implemented affective aspect. Teachers conducted an assessment of affective aspect through observation, self-assessment, and peer assessment. The most dominant one is observation. They argued that observation is more practical than the others forms. They can do observation during delivering materials. So they did not lost their time to much. And they can do it in every meeting. While self-assessment and peer assessment conducted when

This findings is not in a line with Revaival works' (2015). His result of the research showed that teachers assessed students' affective aspect. They assessed student's affective aspect through classroom observation only. They did not assessed students' aatitue in every meeting.

Researcher assumed that, observation is more practical. The teachers might perform the observation anytime without having to coordinate the students. In addition, the teachers will not need to spend a lot of money for printing and distributing the instrument to the students. The other practicality is found in the instrument design. The self-assessment sheet and the peer-assessment sheet contained a clear operational sentence resulted from the elaboration of each selected operational attitude. The teachers had difficulties in developing the instrument because they were not accustomed to such an activity.

In addition the findings of this research is not corresponding with research conducted by Aliningsih and Sofwan (2015). Their findings showed that teachers used classroom observation and peer assessment for assessing students' affective aspect. The teachers preferred observation and peer assessment as they thought that self assessment would not show a valid result of assessment.

Researcher assumed that, teacher choose the assessment forms is based on what the material or topic and students' characteristic. Self-assessment might be not appropriate if it was implemented in their class.

Whereas, this finding is not in agreement with Hidayat's work (2017). He found that teachers did not conducted affective as well stated in their beliefs. They only assess students' cognitive aspect and students' psychomotor aspect.

Researcher assumed that, teachers focused on the assessment of students' knowledge. They focus on the score that the students got from the test only, so they ignore about the affective aspect.

### **4.3 The Factors that Shape The Beliefs**

#### **4.3.1 Teaching Experience**

All teachers agree that teaching experience is one of the factor that affect their beliefs. They learn how to make an authentic assessment from their past experience. They learn and learn more how the way they made better authentic assessment. So they can make an improvement for their next assessment.

That is in a line Robson (2002: 95-113) argues that teachers might have been influenced by the way they themselves acquired work-related knowledge in their first occupations, although without direct observation of their practice, it was impossible to confirm this. That was also supported by Borg and Phipps (2009: 381), he conclude that the dichotomy of beliefs and practices may stem from teachers' professional course work and prior experiences inside and outside school with teaching.

Researcher assumed that experience is the best way for learning to be better. Experienced teachers in a school often exert influence on new teachers to conform to their assessing norm.

#### **4.3.2 Workshop/Training**

Teachers considers workshop as factor that affect their belief. They believe that since attending the workshop when they was a college student or they had became a teacher. They got knowledge and experience on how to assess students in a good way, how to conduct good authentic assessment, and learning the students progress on the classroom and how to apply any authentic assessmet forms in the class. They believe

that the workshop gave benefits to them until they correlated their assessing method by using authentic assessment. They described that they knowledge works with authentic assessment

That is in a line with Holt-Reynolds (1992: 325-349), he has suggested that teachers' entry beliefs and perceptions strongly influence both the way they view the theoretical components of teacher training and the teaching behaviors during field experience.

Researcher assumed that workshop and training is very needed for teacher since the government always changes the curriculum so many times. They can get much knowledge from it.

#### **4.3.3 Learning Experience**

Teachers stated that learning experience is one of the factor that affect teachers' beliefs. The more they learn, the more they master about authentic assessment. Teachers have learn about authentic assessment through workshop or training but they still need other learning experience for increasing their understanding. They still learn from book, internet, or the other sources although they have got training and workshop because they still need learning this authentic assessment. They also learn from their friends. They shared what their difficulty and discussed so solve it.

That is in corresponding with Borg and Phipps (2009: 381), he conclude that the dichotomy of beliefs and practices may stem from learning experience. That was supported by Richardson (1996: 102-119) highlights one of the sources of teacher belief are the experience with knowledge both school subjects and pedagogical knowledge.

Researcher assumed that there is no limited time for learning, especially for teacher. Teachers face dynamic world of schooling. So they are demanded to follow the changing.

## **5. CONCLUSION AND SUGGESTION**

Based on the result of the research, the teachers believe that affective aspect is dealing with an assessment that focuses on students' attitudes in English classroom.

Teachers conducted observation, self assessment, and peer assessment for assessing students' affective aspect on authentic assessment. They made some indicators such as responsibility, activeness, cleanliness, and neatness.

Researcher concluded that teachers had great beliefs on affective aspect of authentic assessment. They reflected their beliefs on their classroom practicess. So there were concistencies between their beliefs and practices. The consistencies of beliefs and practices were as the result of good understanding of the teaching learning process and theories.

In this study researcher limits his study on teachers' beliefs and classroom practices on assessment including general assessment, cognitive assessment, affective assessment, and psychomotor assessment. The researcher suggests the prospective researcher to this research by making comparison of teachers' beliefs and practices between two or more different school. So, the research will be able to provide complete picture of teachers' beliefs and classroom practices.

## **BIBLIOGRAPHY**

Aliningsih, F. & A. Sofwan. (2015). English Teachers' Perceptions and Practices of Authentic Assessment. *Language Circle: Journal of Language and Literature*, X/1.

Arikunto, S. (2015). *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.

Borg, M. (2001). *Teacher's Belief*. Retrieved from <http://www.el tj.oxfordjournals.org/content/55/186.full.pdf>

Borg, S., & Phipps, S. (2009). Exploring Tension between Teachers' Grammar Beliefs and Practices. (electronic Version). *System*, 37 (3): 380-390.

Chan, Yu-Ching. (2006). Elementary School EFL Teachers' Beliefs and Practices of Multiple Assessment. *Reflections on English Language Teaching*. 7 (1): 37-62.

Cohen, L., Manion, L., & Morrison, K. (2008). *A Guide to Teaching Practice* (5thed). New York: Routledge.

- Fauziati, E. (2015). *Teaching English as Foreign Language: Principle and Practice*. Surakarta: Era Pustaka Utama.
- Hidayat, Mansur. (2017). Teacher Beliefs and Practices on Assessment at SMA Negeri 2 Salatiga.
- Holt-Reynolds, D. (1992). Personal history-based beliefs as relevant prior knowledge in course work. *American Educational Research Journal*, 29(2), 325-49.
- O'Malley, J. M., and Pierce, L. V. (1996). *Authentic Assessment for English Language Learners: Practical approaches for teachers*. New York: Longman.
- Permendikbud No. 66 Tahun 2013 tentang Standar Penilaian Pendidikan*. Jakarta: Depdikbud
- Permendikbud Republik Indonesia No. 81a tahun 2013 tentang Standard Penilaian Pendidikan*, Jakarta: Depdikbud.
- Revaival. (2015). English Language Teachers' Beliefs and Practices in Authentic Assessment in Junior High School in tarakan City.
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula, T.J. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education* (2nd ed., pp. 102-119). New York: Macmillan
- Robson, Colin (2002). *Real World Research: A Resource for Social Scientists and Practitioner-Researchers*. Oxford: Blackwell